

# **An Analysis of Linguistic Errors in the Translation of Children Story Books from *Seri Dongeng Inspiratif Dunia Binatang* by Yudhistira Ikranegara**

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## **Abstract**

*This study is aimed to analyze linguistic error in the translation of the children story books by Yudhistira Ikranegara in terms of syntax and semantics. This study used descriptive qualitative method. The collecting data of the research method includes reading, comparing, and providing marks. The result of this study: There are four classifications of syntax construction errors from the translation, namely: Syntax errors due to wastage of words or sentences; Syntax errors as a result improper use of punctuation marks; Syntax errors due to omission of affixation; Syntax errors due omission of words or phrases. Based on four classifications of syntax construction errors above that also cause the occurrence of three semantic errors, namely; total semantic error; partial semantic error; shift semantic errors.*

**Keywords:** *Linguistic, Syntax, Semantics*

## **Introduction**

Translation is a communication process between two different languages with the aim of conveying meaning from the source language to the target language. This is so that people or readers who use the target language can understand what is conveyed from the source language. However, different languages are not as easy to translate as the original because of the differences in structure of each language.

In this research, the researcher analyzed translation from English to Indonesian, especially in children story books. The reason for choosing children story books is because there are very few previous studies that discuss children story books. Maybe because children story books are considered trivial and less challenging to research. But in the researcher's opinion, children story books are the beginning for children to get to know the outside world through stories.

The thing that becomes the focus of this research is finding translation errors in the children story books which are then analyzed. With the aim of providing a more appropriate translation both in terms of words and structures to make it easier for readers to understand. The objective of this research are to find and describe what types of syntax and semantics errors in the translation of children's story books by Yudhistira Ikraneegara.

## **Literary Review**

Language is one of the most important elements in life. Language is the process of conveying information in communications (Djojuroto and Gumanti, 2007). It means without language it is almost impossible to communicate and interact with others. In general, language is defined as a symbol. Language is a tool for communication in the form of a sound symbol system produced by the human speech organ. Language consists of a word or group of words. Each word has an abstract meaning related to the meaning between the words as the symbol with the object or concept represented by vocabulary by the linguist. Words are arranged alphabetically accompanied by explanation of its meaning and then recorded into a dictionary or lexicon. Grammar is a set of rules that underlies the use of language or that we use it as a guide to speak. The words we say when we speak or write are not just arranged, but follow existing rules. To express ideas, feelings or thoughts, we must choose the words correctly and arrange the words according to the rules of the language. Relating to grammar, researcher will discuss in detail about phonology, morphology, syntax, semantic and etymology. Phonology is a part of grammar that studies the sounds of language. Morphology studies the process of forming words grammatically along with the elements and forms of words. Syntax discusses sentence components and processes its formation. The field of linguistics that specifically analyzes the meaning of the word is semantic. Etymology is discussing the origin of the word form.

According to Larson (1984), translation is the transfer of meaning from the source language to the target language. In translation, a change of form is allowed. However, the meaning to be conveyed must be equivalent to the source language. Analysis and restructuring are two stages in translating. Analysis is a process

carried out by the translator to analyze the meaning of language according to grammar. Therefore, at the sentence analysis stage, sentences from the source language are divided into grammatical units with basic sentence structures, words and phrases to find meaning with component analysis techniques. Restructuring is rearranging the material that has been transferred in the shift process to make it a message that has a proper and reasonable meaning. The best translation is that it does not look like a translation. This is possible because of the appropriate equivalent and attached to the characteristics of the target language. Therefore, the equivalence of meaning must be prioritized in translation because the content of the message is the most basic thing than just transferring the word form.

According to Anjarsari (2012), Analysis of translation error is a procedure used by researchers, which includes collecting samples, identifying errors in the sample, explaining these errors, classifying errors based on their causes, and evaluating or assessing of the seriousness of the error. Another opinion comes from Tarigan & Sulistyarningsih (1997) that translation error analysis is a work process used by researchers with the steps of collecting data, identifying errors based on their causes, and evaluating them between the seriousness of the error. The error is usually determined based on the rules or rules that apply in the language being translated. If the words or sentences used by the translator are not in accordance with the applicable rules, then the translator is said to have made a mistake. In relation to the notion of error analysis, Nawangsasi (2015) says that error analysis is a technique for systematically identifying, classifying, and interpreting mistakes made by someone using theories and procedures based on linguistics. Language errors are also classified into several areas, namely: phonological errors, morphological errors, syntactic errors, lexical errors and semantic errors, and discourse errors.

Syntax is a branch of linguistics that studies how words can combine into phrases, clauses, and sentences. In addition, syntax also learns about sentence structure. Another definition about syntax expressed by Lamendella (1969): "Syntax is the system of rules and categories that underlie sentence formation in human language." Lamendella revealed that syntax is a system of rules and categories that underline formations of sentences. It can be concluded that the

syntax is part of the branch linguistics that studies how words combine to form sentences forms. The thing that must also be considered in the discussion of syntax is regarding syntactic functions and syntactic categories. Syntactic analysis means identifying the elements that make up a unit of language in the context of a sentence. This is the main role of the study of syntax as a branch of linguistics that studies the subtleties of sentence formation.

Semantics comes from the Greek word *sema* “noun” means sign or symbol, the verb is *semaino* which means mark or symbolize, so semantics is the study of science about signs or symbols. As stated by Ferdinand De Saussure in (Chaer, 1990) namely "components that define, which tangible forms of language sounds and the components that are interpreted or the meaning of the first component” marked with the symbol which is outside the language that is commonly called a reference. Semantics is a branch of linguistics that examines meaning. According to Ginting (2019) semantics is the study of meaning by the presumption that meaning becomes part of language, hence semantics is part of linguistics. Meanwhile, according to Chaer (2013) semantics is the scientific study of meaning, which is the meaning of language elements, whether in the form of morphemes, words, or sentences. Semantics is the study of science that studies meaning in language. It can be concluded that semantics is the science of language that examines the meaning in the form of morphemes, word, or sentence. Semantic analysis is done by looking at the meaning from various sides. However, the language used by people will always have different meanings. This happens because there are different types of meaning. Chaer (2013) states that the types of meaning include: lexical, grammatical, contextual, referential and non-referential, denotative, connotative, conceptual, associative, words, terms, idioms, and proverb meanings.

## **Research Methodology**

This is a descriptive qualitative study because in descriptive research, the finding of the research is in the form of words or pictures rather than numbers. This means, the activity in this research is only collecting, arranging, and analyzing the data and then making conclusions based on the data. The data of this study

consists of children story books from *Seri Dongeng Inspiratif Dunia Binatang* by Yudhistira Ikraneegara. There are ten series of books, yet this research is only using three of the books which are: *Burung Unta dan Kasuari* by Yudhistira Ikraneegara; *Katak yang mengagumi kerbau* by Yudhistira Ikraneegara; and *Ratu Lebah Yang Sombong* by Yudhistira Ikraneegara

To analyze the data, this study is used analysis prescriptive linguistics which explain the standard forms of language and give advice regarding the effectiveness. The stages of data analysis in this research are: organizing data, perform synthesis, arranging into a pattern, choosing what is important, and making conclusions.

## **Findings and Discussion**

### **a. Linguistic Errors in the Translation in Terms of Syntax**

The findings of this study prove that the translation in the children story books from *Seri Dongeng Inspiratif Dunia Binatang* by Yudhistira Ikraneegara are not accurate according to the structure of English grammar syntactically. As for The syntax errors found were divided into four categories, namely; 1) Syntax errors due to wastage of words; 2) Syntax errors as a result improper use of punctuation marks; 3) Syntax errors due to omission of affixation; 4) Syntax errors due omission of words or phrases;

Those four categories of linguistic errors at the level of syntactic construction are explained as follows:

#### **1. Syntax Error due to Wastage of Words**

Syntactic errors due to wastage of words in this study are interpreted as the occurrence of syntactic structure errors due to the use of words, terms or redundant phrases that both represent one particular idea. Example: “Today **the weather was clear, the sun was shining brightly emit a warm light**. Birds also enjoy the beautiful Sriti today **fly hovering in the air.**”

The sentences “the weather was clear” and “the sun was shining” have similar meanings, it is sufficient to include only one of them in the translation. Another is “fly hovering in the air” has the same meaning as “flying”. Therefore the potential

systematic sentence construction syntax is “Today the sun was shining brightly. Sriti birds also enjoyed the beauty of this day by flying.”

## **2. Syntax Errors as a Result Improper Use of Punctuation Marks**

Punctuation marks are tools that allow the writer to organize thoughts and make it easier to share ideas. The common English punctuation is; comma, apostrophe, question, period, quotation and etcetera. Example: “**Hi Kutilang bird**, can you help us?” The use of a comma after “Hi Kutilang bird” is incorrect. In greeting sentences it would be better to use exclamation marks. Therefore the potential systematic translation is “Hi Kutilang bird! Can you help us?”

## **3. Syntax Errors due to Omission of Affixation**

In linguistics, a morpheme that is attached to a word stem to form a new word or word form is called affix. Affixation is the linguistic process that used to form different words by adding morphemes at the beginning known as prefix, at the middle known as infix, and at the end known as suffix. Example: “After the buffalo had gone, the little **frogs** went back to the lake to meet her friends. She wanted to tell what she had seen earlier.” The word “frogs” is incorrect because the suffix “s” after the word “frog” means there are several frogs. However in the first sentence there is only one subject, namely “the little frog”. Therefore the potential systematic translation is “After the buffalo had gone, the little **frog** went back to the lake to meet her friends. She wanted to tell what she had seen earlier.”

## **4. Syntax Errors due Omission of Words or Phrases**

Syntax errors due omission of words or phrases in this research are interpreted as one of the errors. Omission of words or phrases in a sentence will affect the meaning of the sentence. Example: “‘Emmm... I also do not know his name, **which he clearly very large, even Mr. Big just lose big with him**,’ he said eagerly.” The words “which he clearly” should be replaced with “for sure”, the word “large” would be more appropriate if replaced with “big”, and the sentence “even Mr. Big just lose big with him” would be more effective and clear if replaced with “He is even bigger than Mr. Big”. Therefore the potential

systematic translation in syntax is “‘Emmm... I also do not know his name, for sure he is very big. He is even bigger than Mr. Big,’ he said eagerly.”

#### **b. Linguistic Errors in the Translation in terms of Semantics**

Structural linguistics implies a systematic arrangement starting from units from the smallest to the most complex linguistics. These linguistic units interconnected with one another with a pattern of continuity. Therefore, based on pattern, linguistic errors at the syntactic level will have the same impact on the linguistic level above it. In other words, a syntax construction error certainly would have an impact on semantic construction.

In this study, researcher decided to choose three semantic construction errors caused by syntactic construction errors that will be analyzed namely: 1) total semantic errors; 2) partial semantic error; 3) shift semantic errors. The following is an explanation with examples of the three forms of construction errors semantics in Children Story Books by Yudhistira Ikraneegara.

##### **1. Total Semantic Errors**

When someone reads the translation results in a book and is confused regarding the message or meaning contained in the translation results, does not even catch any meaning, then that is called total semantic error. It means, the definition of total semantic error is a meaning error in the translation results as a whole so that the reader is unable to understand the idea or meaning of sentences or more complex constructions. Example: “After **thinking a moment**, Titan Gods said, **“Let the queen of bee grant your request but promise me to use your weapon as well as, or sting that will hurt yourself.”** The sentence has incorrect meaning. The translation text is very far from the context of the source text. Word order and the diction selection errors are the main reason of the unclear meaning of the translation. Therefore the potential systematic translation based on semantics is “After thinking for a moment, Titan Gods said, ‘Alright queen bee, I grant your request. But, promise me to use your sting as well as possible or your sting will hurt yourself.’”

##### **2. Partial Semantic Errors**

Partial semantic errors are sentences that have less effective construction meaning. The ineffectiveness of the meaning of a sentence is usually marked by several

indicators such as the use of prepositions, conjunctions, particles, affixes and incorrect punctuation so that the resulting meaning is not correct. In other words, partial semantic errors are errors in meaning that most of the sentences can be understood by the reader, however also gives an ambiguous impression due to a small number of words, phrases, or clauses experiencing confusion. Example: “Mr. Big who **are** curious and **he don’t want to lose, reinflating himself** even more, but the effort was in vain, **because the Small frog continues replied that he was still less bulky than animals that he met earlier.**”

The translation meaning is quite unclear compare to the context of the source text. Structure and diction selection errors are the main reason of the unclear meaning of the translation. Therefore the potential systematic translation based on semantics is “Mr. Big, who was curious and did not want to be outdone, returned to inflating his body even more, but the effort was in vain because the Little Frog always replied that Mr. Big was still not big enough compare to the animal he had met earlier.”

### **3. Shift Semantic Errors**

Shift is an error in meaning which is syntactically constructed to a new meaning, but not the meaning desired by the text original. This happens because of an error in choosing synonym or affix omission. Example: “**In the middle of the trip She** smiled happily, she **continued** to boast **its** sting, ‘now no one can take my honey, because **I’ve got** a powerful weapon!’”

The meaning of the translation above is quite logical and understandable, but there are some words or phrases that are not in accordance with the intent to be conveyed by the author. Therefore the potential systematic translation based on semantics is “On the way home, the Queen Bee smiled happily, she kept to boast her sting. Now, no one can take my honey anymore, because I already have a powerful weapon.”

## **Conclusion**

The results of the translation of children story books by Yudhistira Ikranegara, from Indonesian (source language) to English (target language) have the potential linguistic errors in terms of syntax. There are seven classifications of syntax



construction errors from the translation, namely: 1) Syntax errors due to wastage of words or sentences; 2) Syntax errors as a result improper use of punctuation marks; 3) Syntax errors due to omission of affixation; 4) Syntax errors due omission of words or phrases. It means that the children story books by Yudhistira Ikranegara still have low quality translations.

Syntactic construction errors are the reason of construction errors in semantics. Based on seven classifications of syntax construction errors that cause the occurrence of semantic errors, namely; 1) total semantic error; 2) partial semantic error; 3) shift semantic error.

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